Sul Ross State University—Rio Grande College

Criminal Justice 3311
Multiculturalism in the Criminal Justice System
Fall 2014

Professor: Martin Guevara Urbina, Ph.D.
Classroom: Eagle Pass: D110
Class Meeting: Wednesday 6:00–8:45pm

Office: B-109
Phone: 830/758-5017 (office, direct line)
Hours: Monday and Tuesday, 12:00 to 5:00. At times other than the specified days you are welcome to visit the Professor's office.
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Program Learning Outcomes:

1. Demonstrate proficiency in the application of legal concepts, theoretical applications, scientific principles, and historical trends in the criminal justice arena.

2. Demonstrate competency in the application of basic research methods, to include: research design, statistical analysis, and uses of empirical findings and interpretations.

3. Demonstrate the application of organizational principles, cultural, social and behavioral knowledge, critical thinking skills and cognitive thought processes within the criminal justice arena.

Course Description and Objective: *Multiculturalism in the Criminal Justice System* will offer an historical, sociological, criminological, and philosophical analysis of the nature of crime, the dynamics of law and society as well as the significance, implications, and ramifications of social interactions, the socialization process, societal expectations, public opinion, and the media. Specifically, the intent of this course is to provide the student with a detailed understanding of **seven** main topics, which are best expressed in the following questions:

1. What is multiculturalism, in a general sense? What is multiculturalism in the criminal justice system?

2. What are the most influential theoretical and philosophical ideologies behind the modern multiculturalism movement, to include ideas and practice, in the criminal justice system and, more globally, the American society? How has the criminal justice system (to include law enforcement, the judicial system, and the penal system), in the context of multiculturalism, evolved in the US? What are the links between time and space?

3. Pragmatically, philosophically, politically, economically, culturally, and socially, what do we mean by *Multiculturalism*, in the criminal justice system and society in general?

4. What FORCES have driven and/or continue to drive essential elements and dynamics of multiculturalism as it pertains to the criminal justice system and the American society? For instance, what role do economics, politics, religion, sexuality, gender, age, race, ethnicity, culture, law, the media, symbolism, power, social norms, and society play in **defining** and **re-defining** multiculturalism? Likewise, what role have historical ruptures, discontinuities, and events played in **shaping** and **re-shaping** the fundamentals of multiculturalism?

5. WHO has played the most significant role in advocating the multiculturalism movement? As a secondary question: what do advocates and opponents of references as the benefits, or consequences of multiculturalism?

6. What are the implications and ramifications of "globalized legislation and sanctions," and, more broadly, globalization, to include the globalization of knowledge? Given the significance of the globalization movement, we will spend some time exploring essentials of globalization, with a little help by Peter Berger and Thomas Luckmann in *The social construction of reality: A treatise in the sociology of knowledge* (1966), Thomas Kuhn *The structure of scientific revolutions* (1996), and Martin Guevara Urbina in "The Dynamics of Globalization: The Unspoken Realities."

7. What is the future of multiculturalism in the American society, and, by extension, the criminal justice system?

The next set of questions is essentially definitional in nature. It is essential that we share the same definitions of an issue, event, situation, or problem if we are to come to a common understanding of both the problem and any possible solutions. Consequently, the class's first segment deals with defining "**Multiculturalism**," as it pertains to the criminal justice system and placing it in a global context.

The last set of questions is more analytical. A particular truism about jurisprudence, criminological, sociological, and theoretical aspects of the nature and dynamics of crime, society, and multiculturalism is as follows: There are many typologies of criminological, sociological, jurisprudence, and multiculturalism as there are authors writing textbooks about the subject. The five-fold approach we will take is an amalgam of several such typologies:

History—When deemed appropriate, we will make use of historical events, situations, and circumstances to better understand the subject matter by its totality. It is essential that we obtain an understanding and appreciation for historical ruptures and discontinuities as we try to bride existing gaps. According to an African proverb, "Until lions have their own historians, histories of the hunt will glorify the hunter."

Theory—Theoretically, we must investigate which theories provide the best guidance in our search for "truth and reality."

Law and Society—In a society where most behavior is governed by some type of law, it is vital that we explore the relationships between law and society. To some scholars, laws are a measure of culture; crime, another element of all known cultures, is the violation of those laws. In essence, why do we have laws? Do we need laws? Does law makes a difference?

Philosophy—While sociological and criminological theories might serve as "road maps" to everyday life, philosophy gives "meaning" to human existence. It enables us to better appreciate what matters most at the END of the day, and, more so, as we face our morality.

Poetry—Even though poetry is one of the oldest forms of dialogue, it is seldom mentioned in academic discussions. Yet, poetry allows us to transcend the unknown … it allows us to dream the impossible … to dream the impossible dream. "Invent the age, invent the metaphor. Without a credible structure of law a society is inconceivable. Without a workable poetry no society can conceive a [person]." --Archibald MacLeish, Apologia, 1972.

The final question has policy overtones. First, we must briefly look at the nature, process, and socialization of human behavior, in the context of the criminal justice system and the American society in general to gain insight and, possibly, appreciation for multiculturalism. Next, we turn to the more difficult task of linking behavior and sociological and criminological theory to multiculturalism, research, and practice.

Overall, this course is designed to introduce you to the essentials and dynamics of **Multiculturalism** within the context of criminal justice and, by extension, society as a whole—ultimately, human behavior in the world. By introducing you to influential issues that provide the frameworks to studying a wide variety of phenomena, I intend this course to be a basis for further, more in-depth study in the areas that interest you.

Course Context: As an upper-level course, this class may include controversial, sensitive, and/or adult material. For instance, within diversity and multiculturalism, what is the influence of religion, or sexuality, concepts that tend to be tied to other issues, like race, ethnicity, and gender? Thus, students are expected to have the mentality and readiness for upper-level content and rigor.

Required Texts:

Urbina, Martin Guevara, ed. (2014). *Twenty-first century dynamics of multiculturalism: Beyond post-racial America*. Springfield, IL: Charles C Thomas, Publisher Ltd.
[**ISBN**: 978-0-398-08098-3]

Urbina, Martin Guevara, ed. (2012). *Hispanics in the U.S. criminal justice system: The new American demography*. Springfield, IL: Charles C Thomas, Publisher, Ltd.
[**ISBN**: 978-0398088156; **OR** 978-0398088163]

Optional Readings:

Acuna, Rodolfo (2010). *Occupied America: A history of Chicanos*. 7th edition. Upper Saddle River, NJ: Prentice Hall.

Acuna, Rodolfo (1998). *Sometimes there is no other side: Chicanos and the myth of equality*. Notre Dame: University of Notre Dame Press.

Aguirre, Adalberto and David Baker (2007). *Structured inequality in the United States: Discussions on the continuing significance of race, ethnicity, and gender*. 2th edition. Upper Saddle River, NJ: Prentice Hall.

Almaguer, Tomas (2008). *Racial fault lines: The historical origins of white supremacy in California*. Berkeley: University of California Press.

Berger, Peter and Thomas Luckmann (1966). *The social construction of reality: A treatise in the sociology of knowledge*. New York: Anchor Books.

Bonilla-Silva, Eduardo (2006). *Racism without racists: Color-blind racism and the persistence of racial inequality in the United States*. Second edition. Lanham, MD: Rowman & Littlefield Publishers.

Bosworth, Mary and Jeanne Flavin, eds. (2007). *Race, gender, and punishment: From colonialism to the war on terror*. Piscataway, NJ: Rutgers University Press.

Delgado, Richard (2007). *The law unbound!: A Richard Delgado reader*. Boulder, CO: Paradigm Publishers.

Delgado, Richard, ed. (1995). *Critical race theory*. Philadelphia: Temple University Press.

Diaz-Cotto, Juanita (2006). *Chicana lives and criminal justice: Voices from el barrio*. Austin: University of Texas Press.

Gomez, Laura E. (2007). *Manifest destinies: The making of the Mexican American race*. New York: New York University Press.

Hacker, Andrew (2003). *Two nations: Black & white, separate, hostile, unequal*. New York: Scribner.

Kozol, Jonathan (2006). *The shame of the nation: The restoration of apartheid schooling in America*. New York: Three Rivers Press.

Kuhn, Thomas (1996). *The structure of scientific revolutions*, 3rd edition. Chicago: The University of Chicago Press.

Lopez, Ian F. Haney (2006). *White by law: The legal construction of race*. New York: New York University Press.

Lopez, Ian F. Haney (2004). *Racism on trial: The Chicano fight for justice*. Cambridge, MA: Belknap Press.

Mirande, Alfredo (2005). *The Stanford law chronicles: Doin' time on the farm*. Notre Dame: University of Notre Dame Press.

Suarez-Orozco, Marcelo M., ed. (2007). *Learning in the global era: International perspectives on globalization and education*. Berkeley: University of California Press.

Zuberi, Tukufu and Eduardo Bonilla-Silva, eds. (2008). *White logic, white methods: Racism and methodology*. Lanham, MD: Rowman & Littlefield Publishers.

Recommended Readings

Books:

Urbina, Martin Guevara (Forthcoming). *Kylor's adventure through the rainforest*: *A journey of courage and faith*. A Children's Book: Bilingual Edition.

Urbina, Martin Guevara and Sofia Espinoza Alvarez, eds. (2015). *Latino police officers in the United States: An examination of emerging trends and issues*. Boulder, CO: Lynne Rienner Publishers.

Urbina, Martin Guevara, ed. (2014). *Twenty-first century dynamics of multiculturalism: Beyond post-racial America*. Springfield, IL: Charles C Thomas, Publisher Ltd.

Urbina, Martin Guevara, Joel E. Vela, and Juan O. Sanchez (2014). *Ethnic realities of Mexican Americans: From colonialism to 21st century globalization*. Springfield, IL: Charles C Thomas, Publisher Ltd.

Urbina, Martin Guevara (2012). *Capital punishment in America: Race and the death penalty over time*. El Paso, TX: LFB Scholarly Publishing.

Urbina, Martin Guevara, ed. (2012). *Hispanics in the U.S. criminal justice system: The new American demography*. Springfield, IL: Charles C Thomas, Publisher Ltd.

Urbina, Martin Guevara (2011). *Capital punishment and Latino offenders: Racial and ethnic differences in death sentences*. El Paso, TX: LFB Scholarly Publishing.

Urbina, Martin Guevara (2008). *A comprehensive study of female offenders: Life before, during, and after incarceration*. Springfield, IL: Charles C Thomas, Publisher Ltd.

Urbina, Martin Guevara (2003). *Capital punishment and Latino offenders: Racial and ethnic differences in death sentences*. New York: LFB Scholarly Publishing.

Book Chapters:

Urbina, Martin Guevara and Sofia Espinoza Alvarez (2015). "Situating the current state of research on Latino police and ethnic community in twenty-first century America." In *Latino police officers in the United States: An examination of emerging trends and issues*, edited by Martin Guevara Urbina and Sofia Espinoza Alvarez. Boulder, CO: Lynne Rienner Publishers.

Alvarez, Sofia Espinoza and Martin Guevara Urbina (2015). "Bridging the gaps and future research: Thinking ahead." In *Latino police officers in the United States: An examination of emerging trends and issues*, edited by Martin Guevara Urbina and Sofia Espinoza Alvarez. Boulder, CO: Lynne Rienner Publishers.

Urbina, Martin Guevara, Ferris Roger Byxbe, and Sofia Espinoza Alvarez (2015). "Policy recommendations: Toward a new police force." In *Latino police officers in the United States: An examination of emerging trends and issues*, edited by Martin Guevara Urbina and Sofia Espinoza Alvarez. Boulder, CO: Lynne Rienner Publishers.

Alvarez, Sofia Espinoza and Martin Guevara Urbina (2015). "The future of Latino officers in the American police." In *Latino police officers in the United States: An examination of emerging trends and issues*, edited by Martin Guevara Urbina and Sofia Espinoza Alvarez. Boulder, CO: Lynne Rienner Publishers.

Alvarez, Sofia Espinoza and Martin Guevara Urbina (2014). "From the shadows of the past: Revolutionizing multiculturalism in the midst of globalization—A twenty-first century challenge." In *Twenty-first century dynamics of multiculturalism: Beyond post-racial America*, edited by Martin Guevara Urbina. Springfield, IL: Charles C Thomas, Publisher Ltd.

Urbina, Martin Guevara (2014). "It's a new world: The changing dynamics of multiculturalism." In *Twenty-first century dynamics of multiculturalism: Beyond post-racial America*, edited by Martin Guevara Urbina. Springfield, IL: Charles C Thomas, Publisher Ltd.

Urbina, Martin Guevara (2014). "The future of U.S. multiculturalism: Si se puede." In *Twenty-first century dynamics of multiculturalism: Beyond post-racial America*, edited by Martin Guevara Urbina. Springfield, IL: Charles C Thomas, Publisher Ltd.

Peña, Ilse Aglaé and Martin Guevara Urbina (2012). "The legacy of capital punishment: Executing Latinas and Latinos." In *Hispanics in the U.S. criminal justice system: The new American demography*, edited by Martin Guevara Urbina. Springfield, IL: Charles C Thomas, Publisher Ltd.

Urbina, Martin Guevara (2012). "The dynamics of education and globalization in the new millennium: The unspoken realities." In *Hispanics in the U.S. criminal justice system: The new American demography*, edited by Martin Guevara Urbina. Springfield, IL: Charles C Thomas, Publisher Ltd.

Urbina, Martin Guevara (2012). "Ethnic constructions: The making of the upcoming majority, Latinas and Latinos." In *Hispanics in the U.S. criminal justice system: The new American demography*, edited by Martin Guevara Urbina. Springfield, IL: Charles C Thomas, Publisher Ltd.

Urbina, Martin Guevara (2012). "Indigent defendants and the barriers they face in the U.S. court system." In *Hispanics in the U.S. criminal justice system: The new American demography*, edited by Martin Guevara Urbina. Springfield, IL: Charles C Thomas, Publisher Ltd.

Urbina, Martin Guevara (2012). "Life after prison: Ethnic, racial, and gender realities." In *Hispanics in the U.S. criminal justice system: The new American demography*, edited by Martin Guevara Urbina. Springfield, IL: Charles C Thomas, Publisher Ltd.

Urbina, Martin Guevara (2012). "The American criminal justice system and the future of Latinos and Latinas." In *Hispanics in the U.S. criminal justice system: The new American demography*, edited by Martin Guevara Urbina. Springfield, IL: Charles C Thomas, Publisher Ltd.

Nieling, Sara and Martin Guevara Urbina (2008). "Epilogue: Thoughts for the future." In *A comprehensive study of female offenders: Life before, during, and after incarceration*, by Martin Guevara Urbina. Springfield, IL: Charles C Thomas, Publisher Ltd.

Urbina, Martin Guevara and Leslie Smith (2007). "Colonialism and its impact on Mexicans' experience of punishment in the United States." In *Race, gender, and punishment: From colonialism to the war on terror*, edited by Mary Bosworth and Jeanne Flavin. Piscataway, NJ: Rutgers University Press.

Refereed (Peer-Reviewed) Journal Articles:

Urbina, Martin Guevara and Sofia Espinoza Alvarez (Forthcoming). "Neoliberalism, criminal justice, and Latinos: The contours of neoliberal economic thought and policy on criminalization." *Latino Studies*, in progress.

Byxbe, Ferris Roger and Martin Guevara Urbina (2014). "The global epidemic of prescription drug abuse: The American experience." *International Journal of Liberal Arts and Social Science*, 2: 208-216.

Byxbe, Ferris Roger and Martin Guevara Urbina (2013). "The globalization of crime in American schools: An assessment of emerging trends in the twenty-first century." *International Journal of Humanities and Social Science*, 2: 1-13.

Byxbe, Ferris Roger and Martin Guevara Urbina (2013). "*In loco parentis*: The contours of the Fourth Amendment in American public schools." *International Journal of Arts and Commerce*, 2: 11-26.

Urbina, Martin Guevara and Ferris Roger Byxbe (2012). "Capital punishment in America: Ethnicity, crime, and social justice." *International Journal of Humanities and Social Science*, 2: 13-29.

Urbina, Martin Guevara and Ferris Roger Byxbe (2011). "Interacting forces in the judicial system: A case study in American criminal law." *International Journal of Humanities and Social Science*, 1: 141-154.

Byxbe, Ferris and Martin Guevara Urbina (2011). "Sexual harassment: Crossing the lines within the ranks." *Police Forum*, 20: 4-12.

Byxbe, Ferris, Martin Guevara Urbina, and Patricia Nicosia (2011). "Community oriented policing and partnerships: A recipe for success!" *Police Forum*, 20: 4-16.

Urbina, Martin Guevara and William Sakamoto White (2009). "Waiving juveniles to criminal court: Court officials express their thoughts." *Social Justice: A Journal of Crime, Conflict & World Order*, 36: 122-139.

Urbina, Martin Guevara (2007). "Latinas/os in the criminal and juvenile justice systems." *Critical Criminology: An International Journal*, 15: 41-99.

Ruddell, Rick and Martin Guevara Urbina (2007). "Weak nations, political repression, and punishment." *International Criminal Justice Review*, 17: 84-107.

Urbina, Martin Guevara (2005). "Transferring juveniles to adult court in Wisconsin: Practitioners voice their views." *Criminal Justice Studies: A Critical Journal of Crime, Law and Society*, 18: 147-172.

Urbina, Martin Guevara (2004). "Language barriers in the Wisconsin court system: The Latino/a experience." *Journal of Ethnicity in Criminal Justice*, 2: 91-118.

Urbina, Martin Guevara (2004). "A qualitative analysis of Latinos executed in the United States between 1975 and 1995: Who were they?" *Social Justice: A Journal of Crime, Conflict & World Order*, 31: 242-267.

Urbina, Martin Guevara and Sara Kreitzer (2004). "The practical utility and ramifications of RICO: Thirty-two years after its implementation." *Criminal Justice Policy Review*, 15: 294-323.

Ruddell, Rick and Martin Guevara Urbina (2004). "Minority threat and punishment: A cross-national analysis." *Justice Quarterly*, 21: 903-931.

Urbina, Martin Guevara (2003). "Race and ethnic differences in punishment and death sentence outcomes: Empirical analysis of data on California, Florida and Texas, 1975-1995." *Journal of Ethnicity in Criminal Justice*, 1: 5-35.

Urbina, Martin Guevara (2003). "The quest and application of historical knowledge in modern times: A critical view." *Criminal Justice Studies: A Critical Journal of Crime, Law and Society*, 16: 113-129.

Urbina, Martin Guevara (2002). "Furman and Gregg exist death row?: Un-weaving an old controversy." *The Justice Professional*, 15: 105-125.

Encyclopedia, Magazine, and Other Publications:

Alvarez, Sofia Espinoza and Martin Guevara Urbina (2014). "Capital punishment on trial: Who lives, who dies, who decides—A question of justice?" *Criminal Law Bulletin*, 50: 263-298.

Urbina, Martin Guevara (2014). "Education and globalization in the new millennium: The power to exclude and oppress." In progress.

Byxbe, Ferris Roger, Donna Byxbe, Martin Guevara Urbina, and Patricia Nicosia (2011). "Prescription drugs: Generation Rx in crisis." *LAE Journal*, 34-36.

Byxbe, Ferris, Martin Guevara Urbina, and Patricia Nicosia (2010). "Community oriented policing and partnerships: A recipe for success!" *LAE Journal*, 22-25. (A reprint.)

Urbina, Martin Guevara (2005). "Puerto Rican nationalists." *Encyclopedia of Prisons & Correctional Facilities*, Vol. 2: 796-798. Edited by Mary Bosworth. Thousand Oaks, CA: Sage Publications.

Urbina, Martin Guevara (2003). "Good teachers never die." *Hispanic Outlook in Higher Education Magazine*, 13: 31-32.

Urbina, Martin Guevara (2002). "Death sentence outcomes." *Encyclopedia of Crime and Punishment*, Vol 2: 482-485. Edited by David Levinson. Thousand Oaks, CA: Sage Publications.

Attendance/Class Participation: Please complete the reading assignments before coming to class because there will be in-class group discussion on the assigned material. Each student will also be assigned readings and asked to discuss them in class. Note: The 100 participation points are NOT based solely on attendance. Along, with "regular" attendance, I equate all aspects of diction to determine the participation grade. Overall, I consider whether the content of the participation is thoughtful, creative, original, and mature.

Weekly Assignments: There will be ten (10) *Weekly Assignments*, each worth 20 points for a total of 100 points. The Weekly Assignments will be discussed further the first week of class.

Article/Book Reviews: For your *Article/Book Reviews* you are asked to read and make critical judgment about three (3) books/articles (20 points each). In particular, select your readings (1 book and 2 articles OR 2 books and 1 article) from the followings lists (see above): "Optional Readings" and "Recommended Readings." **Note**: Some exceptions will be noted in class!

As you will see, the books vary in length. Hence, be prudent about the size of the books vis-a-vis your class load. In the Article/Book Reviews for this course, keep in mind that you are limited to 3 typed pages. The logistics of the Article/Book Reviews will be discussed in class and handouts will be provided to assist you with the writing assignments.

Exams: There will be two (2) essay exams (midterm and final), each worth 100 points. Please arrange for make-up examinations **prior** to the date of the exam. The examinations will cover lecture materials, films, and reading assignments. Exams will contain open-ended questions (and a series of secondary questions), so please bring a blue book and a pencil/pen to each exam.

Project: The logistics of the project, which will be submitted as a formal paper, will be discussed in detailed in class. Illustration: many agencies allow citizens to go in and observe. Some law enforcement agencies, for instance, allow "ride alongs." Hence, you could arrange to participate in a series of "field" activities. At the end of the shift, write down what you observed. Describe how it compares with what you have learned in class (e.g., law, crime, justice, multiculturalism, and policy implications). For instance, based on your observations, what are the links between law, crime, multiculturalism and practice?

Your project, which is **required** (100 points), will be **presented at the end of the semester**, if time allows. Papers (approximately 8 to 12 pages in length) must be typed. Late papers will **not** be accepted. Do not turn in your only copy of any paper in case assignments are lost or destroyed.

Mini-project: This should be a fun exercise that allows you to explore (critically) some aspect of **multiculturalism** in greater depth with less evaluation anxiety than you would have in a full-length paper assignment. I would like you to try to and choose a project that you will enjoy, and that will stimulate your thinking about the concepts covered in this course.

Mini-projects are **optional**. You will receive "extra credit" points for completing mini-projects. If your mini-project is **adequate**, you will receive one point. This point(s) will be added on to your final grade at the end of the semester.

You may turn in your mini-projects any time during the semester. The projects will be of greater value if they are done thoughtfully. Thus, you may not submit more than three (3) mini-projects.

There is no minimum or maximum length requirement. Typically you will hand in a three to five page typed paper as the final product of each mini-project. Some projects, however, may require longer (or shorter) write-ups. Your analysis should illustrate or explore some phenomenon relevant to the course, while knowledgeably using concepts, principles, and language in the context of **multiculturalism** in the criminal justice system or the American society in general.

Attached to the end of the syllabus are descriptions of some mini-project options. Some of them will make more sense to you as we progress through the course. If you think of an **alternative** you would like to do as a mini-project, please feel free to ask me about it. Again, I am looking for you to implement class material–especially critical issues/perspectives–when describing the phenomena you choose to explore.

Grades: There are a total of 560 points available in this course. Grades will be based on the total points for the semester. Specifically, grades will be assigned by comparing your performance to the best possible score (560) as follows:

Exams:	200 points
Weekly Assignments:	100 points*
Book/Article Reviews:	60 points
Project:	100 points
Attendance/Participation:	100 points**

Total.....	560 points

*Tentatively, weekly assignments will count for 100 points. However, it is possible that the total possible points (i.e., 100) will be increased, or reduced. If increased, the TOTAL POSSIBLE points discussed herein (i.e., 560) will add to more than 560 points. If reduced, the TOTAL POSSIBLE points discussed herein (i.e., 560) will add to less than 560 points.

**Similarly, if the 100 participation points are either increased or reduced, only the total possible points for participation that are utilized will be equated in the final grade distribution. In such case, the TOTAL POSSIBLE points discussed herein (i.e., 560) will add to less (or more) than 560 points.

Grade Distribution:

90-100%	= A (Excellent)
80-89%	= B (Better than Average)
70-79%	= C (Average)
60-69%	= D (Below Average)
Below 60%	= Failing

Attendance Policy: This course is designed to be **both** lecture and discussion. Thus, it is to your advantage to attend class regularly. For instance, if you do not attend class, you cannot learn the discussed material. Additionally, you will not be able to discuss the assigned readings. Much of the learning in class is through interaction, especially in small group discussions. In the process, you will be given the opportunity to express your views and ask questions that might enhance our understanding of **multiculturalism**. Also, do not hesitate to share experiences that may help to enhance our understanding of the dynamics and essentials of multiculturalism. (Please reference Sul Ross State University—Rio Grande College Catalog for additional information.)

Punctuality is also of extreme importance. "Tardiness" is extremely disruptive to students and myself. Thus, try to be on time. I understand that it is not possible at times, but please do not make it a routine.

Tobacco/Cell Phone/Beepers: Tobacco is not allowed in the classroom. *Cell phones* and beepers must be turned off for the entire duration of the class.

Classroom etiquette: Above all, always respect yourself and others; be patient; be willing to explore new ideas (perspectives), avoid reading newspapers/books and side conversations—they are distracting to fellow students and myself; and restrict questions and comments to the tabled topic.

Incomplete Grades:
PLEASE AVOID INCOMPLETE GRADES. ALL ASSIGNMENTS AND TESTS ARE DUE ON THE DATES OUTLINED IN THE SYLLABUS. It is the responsibility of students to notify me if they cannot make a test or will not be in class. Please call me at 830/758-5017 if you do not plan to attend a class session or feel you will be missing an exam. If I do not hear from you prior to class, I will not allow an excuse for the absence.

Class Responsibilities and Conduct:
You will be responsible for the films shown in class and for material presented by any guest speakers. You will be responsible for getting the notes for any classes you may have to miss. Any student who is intentionally disruptive will be asked to leave for the remainder of that class period. Any student who has been asked to leave twice will be reported to the Department Chair or Academic Dean. Disruptive behavior includes but is not limited to the following: cell phone disruptions, being repeatedly late; leaving early without prior permission; talking or otherwise disturbing class discussions; leaving the room during class, video presentation or guest speakers. You are expected to show respect to yourself, other students, and your Professor.

Academic Honesty (Reference Sul Ross State University—Rio Grande College Catalog): Rio Grande College expects its students to maintain high standards of personal and academic conduct. Students who take part in academic dishonesty are subject to disciplinary action. Academic dishonesty includes, but is not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials. The faculty member is responsible for initiating action for each case

of academic dishonesty. Discover any academic dishonesty by a student, may be reported to the Department Chair or Academic Dean.

Disability Services:
Students who have special instructional needs because of a physical handicap or learning disability should discuss their needs with the office of Student Disabilities Services. You may also see the University Catalog for additional information. Please do so before the end of the first week of class.

Drop Policy:
If you discover that you need to drop this class, you must contact the Records Office and ask for the necessary paperwork. Professors cannot drop students; this is always the responsibility of the student. The Record's Office will give a deadline for which the paperwork and form, if required, must be returned, complete and signed. If you discover that you are still enrolled, FOLLOW-UP with the Records Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the deadline or fail to follow the procedure, you will receive an **F** in the course.

Library Services:
Library information and technology focus on research skills that prepare individuals to live and work in an information-centered society. Librarians will work with students in the development of critical reasoning, ethical use of information, and the appropriate use of secondary research techniques including: exploring information resources such as library collections and services, identify sources such as subject databases and scholarly journals, executing effective search strategies, retrieving, recording, and citing relevant results correctly, and interpreting search results and deciding whether to expand the search.

The Rio Grande College Quality Enhancement Plan (QEP):
Sul Ross State University Rio Grande College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). As part of the reaffirmation process, SACS requires every institution to develop a Quality Enhancement Plan (QEP) that enhances student learning. Rio Grande College has developed a QEP called *Putting Your Words to Work* that requires students to write different kinds of papers and deliver oral presentations for courses in all departments. Rio Grande College is committed to enhancing students' written and oral communication skills which means that students should be writing and speaking significantly more in courses across all departments.

To prepare for the increased number of written assignments, students should make every effort to enroll in English 3312 in their first semester at RGC. Students should expect to write and speak professionally in all courses, not just English classes. In this course, **Multiculturalism**, students will write various papers and present student work to other students and the Professor, as discussed herein. If you have questions about the QEP, please contact Dr. Sarah Moreman, QEP Coordinator, at smoreman@sulross.edu.

Again, I want this class to be useful to you in your future careers. And, if I can assist you in any way, please stop by and see me or call/e-mail me. If a problem is to arise during the semester, please contact me immediately so that we can work out a solution. Do not wait until it is too late to remedy the problem.

Tentative*
Schedule of Classes and Assignments

Week	Topic	Readings
Week 1	**Lecture focus**: Detail class expectations; provide a foundation for the study of multiculturalism; & provide an introduction & broad overview of the subject matter: multiculturalism. Explore "Urbina Links":	The "Urbina Links" will be provided!
Week 2	Foreword "It's a New World: The Changing Dynamics of Multiculturalism" "Defining Mexican Americans: Ethnic Identity Formation Through Time" **Lecture focus**: Explore the changing dynamics of diversity, culture, and multiculturalism over time; and analyze the fundamentals of ethnic identity formation from the early years in the U.S. to the new millennium.	Foreword Chapters 1 & 2
Week 3	"Latinos in the United States: Understanding the Historical and Systemic Foundations of Racial Oppression" "Borders, Immigration, and Citizenship: The Latino Experience with Gringo Justice" **Lecture focus**: Delineate the historical and systemic origins of ethnic and racial oppression and examine the driving forces behind immigration, along with related issues.	Chapters 3 & 4
Week 4	"The Latina/o Influence on U.S. Politics: Reality and Potential" "Swimming Upstream in Multicultural America: Significance of Global Change Dynamics in Education for American Latinas/os" **Lecture focus**: Examine the realities of Latinos in two of America's main institutions: politics and education.	Chapters 5 & 6
Week 5	"Latina and Latino Career Success: The Role of Acculturation" "The Twists and Turns of Ethnic Prejudice and Discrimination: Twenty-First Century Manifestations of Historically Entrenched Racial Ideologies" **Lecture focus**: Analyze the role, significance, and implications of employment for ethnic minorities; and explore the historical contours of prejudice and discrimination.	Chapters 7 & 8
Week 6	"The Minority Experience Through the Lens of the American Media: Eight Counter-Stereotyping Strategies from (of All Places) TV Ads" "Multiculturalism in Twenty-First Century America" **Lecture focus**: Examine the influence of the media in everyday social life; and delineate dynamics of multiculturalism in the new millennium.	Chapters 9 & 10

Week 7	"**Reflection Week**": **Focus**: "Reflection Week" is designed to give students the opportunity to reflect (think and act) on what has transpired during the first half of the semester, and, more fundamentally, how things "fits" into their broader academic career, professional life, and personal life.	
Week 8	"From the Shadows of the Past: Revolutionizing Multiculturalism in the Midst of Globalization—A Twenty-First Century Challenge" "The Future of U.S. Multiculturalism: Si Se Puede" **Lecture focus**: Situate multiculturalism within a global context and venture in to the future of diversity, cultural, and multiculturalism in the United States.	Chapters 11 & 12
Week 9	"Ethnic Constructions: The Making of the Upcoming Majority, Latinas and Latinos" "The Historical Dynamics of Ethnicity in Law Enforcement" **Lecture focus**: Analyze the historical significance of race, ethnicity, and gender over time, within the context of multiculturalism, focusing on policing, as one of the three major components of the U.S. criminal justice system.	Foreword Chapters 1 & 2
Week 10	"Policing the Barrios: Exposing the Shadows to the Brightness of a New Day" "Critical Issues Facing Hispanic Defendants: From Detection to Arrest" "Immigration Lockdown: The Exclusion of Mexican Immigrants Through Legislation" **Lecture focus**: Examine the race and ethnic experience with law enforcement, focusing not only on key critical issues confronting minority defendants, but defendants in general, paying particular attention to issue of diversity and multiculturalism.	Chapters 3, 4 & 5
Week 11	"The Dynamics of Arresting Latinas and Latinos: Current Barriers and Prospects for Future Research" "Historical Forces Governing Hispanic Criminal Justice" "Criminalizing Mexican Identity: Privilege, Power, and Identity Formation" **Lecture focus**: Explore the historical forces shaping and reshaping race and ethnic relations in the U.S., paying particular attention to the "driving forces" impacting the experience of certain segments of the American society.	Chapters 6, 7 & 8
Week 12	"Latinos and Fourth Amendment Protection Against Unreasonable Search and Seizures" "A Separate Class: The Exclusion of Latinos from Grand and Petit Juries" **Lecture focus**: Analyze the significance of the 4th Amendment to minorities and society in general, focusing on juries and various constitutional rights.	Chapters 9 & 10
Week 13	"Indigent Defendants and the Barriers They Face in the U.S. Court System" "Latinas and Latinos in the U.S.: The Road to Prison" **Lecture focus**: Detail crucial barriers impacting defendants in the U.S. legal system and the main issues resulting in arrest, prosecution, conviction, and imprisonment.	Chapters 11 & 12

Week 14	"Critical Issues Facing Hispanic Prisoners" "Probation and Parole: Racial, Ethnic, and Gender Disparities" **Lecture focus**: Examine critical issues that minorities, both men and women, experience while behind bars, and detail the nature and dynamics of probation and parole.	Chapters 13 & 14
Week 15	"The Legacy of Capital Punishment: Executing Latinas and Latinos" "Life After Prison: Ethnic, Racial, and Gender Realities" **Lecture focus**: Document the historical legacy of capital punishment in American, including executions, and examine the experience of inmates once they are released from prison.	Chapters 15 & 16
Week 16	"The Dynamics of Education and Globalization in the New Millennium: The Unspoken Realities" "THE AMERICAN CRIMINAL JUSTICE SYSTEM AND THE FUTURE OF LATINOS AND LATINAS" **Lecture focus**: Examine the criminal justice system within the context of education, multiculturalism, and globalization. **Final Exam: TBA**	Chapter 17 & Afterword

*The syllabus is likely to be **amended** during the semester at the discretion of the Professor!

Note: Projects will be due at the beginning of the class, and no late assignments will be accepted.

Mini-Project Suggestions

1. Find interesting stories in newspapers, magazines, or other published materials that discuss multiculturalism, and report on them in class. Explain what you find interesting about the stories.

2. With fellow students, family members, boy-friends, or girl-friends, discuss the dynamics of multiculturalism and see how verse they are on the realties of multiculturalism.

3. Watch a documentary, video, or movie that explores multiculturalism in the criminal justice system or the American society in general. What do YOU find interesting vis-à-vis what you learned in class?

4. Make observations (look and listen) of HOW people describe the multiculturalism in the US, history in the making, and see if you notice variation with noted material in class. Keep a diary of your experience.

5. Make observations of HOW people interact with people of a different race, ethnicity, culture, religion, or class, and see if you notice *variation*. Compare what you see with the descriptions in this class. Keep a diary of your experience.